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ABSTRACT

This manual, developed by Mercer County Community College (MCCC), prescribes a step-by-step, systematic approach for conducting student follow-up surveys. As data are required from both students who graduate from the institution and from students who are classified as non-returning, follow-up procedures are listed for each separately. Types of demographic and biographic data that should be collected in both cases are also listed. Methods of tabulating the resultant survey data are suggested, as are appropriate procedures for reporting and disseminating the survey results. Appended to this publication are sample graduated student survey forms, sample non-returning student survey forms, supplementary items for the graduated student survey, and sample output of the MCCC tabulation program. It is suggested that institutions wishing to use the methods described in this manual make no modifications of the survey forms. Rather, where additional information is required, a supplemental item survey should be devised and used with the prescribed forms. (JDS)

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ED 134 276

Student Follow-up in Higher Education:

A Systematic Approach

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JC 770 116

STUDENT FOLLOW-UP IN HIGHER EDUCATION:

A SYSTEMATIC APPROACH

DECEMBER, 1976

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PREFACE

Mercer County Community College wishes to acknowledge its gratitude and to express its appreciation to McManis Associates, Inc. for its reception of this manual and its efforts to make it available to other institutions. We see this as a compliment to our efforts and as a commendable gesture on the part of McManis Associates to share the ideas and approaches of institutions. We particularly want to acknowledge the efforts of Ms. Tamara B. Coward of McManis Associates, who edited the original manual to facilitate its dissemination to other institutions.

Our hope is that this publication will contribute to the systematic follow-up of students as a crucial responsibility of institutional research within community colleges.

CHAPTER I

INTRODUCTION TO A MANUAL

I. INTRODUCTION TO A MANUAL

November, 1976

The need to develop an ongoing system for the collection of follow-up data on students who leave the community college, either through graduation or attrition, is felt from many directions. Accrediting agencies seek data on the placement of students and the satisfaction of students with institutional programs; advisory commissions and faculty implore the institution to tell them what has happened to those people who once were students; and, consumers demand empirical data on what they can expect of students who attend the college. The need certainly is there. The problem is in systematizing the data collection so that the information can be provided regularly, with a minimal amount of fiscal and human resources devoted to the collection. Not all colleges can commit the time to conduct meaningful follow-up studies of former students, and even fewer can afford to provide data regularly and on a longitudinal basis.

This manual for Student Follow-Up Systems encompasses the entire survey effort for the follow-up of graduates and non-returning students from administering the form and coding and keypunching the data, to analysis of information and preparation of the final report. This Systematic Approach was developed by the Office of Institutional Research at Mercer County Community College, where we have employed this system and set of procedures since 1973.

The advantages of the system developed include the capability of producing the survey findings for whole populations as well as identified subgroups; the compatibility of the system for the survey of both components of former students – graduates and early leavers; the identification of indicators of goal attainment which feed the survey form; the longitudinal data base that can be constructed; and, the capability of producing survey data consistent for entire populations while being flexible enough to allow open-ended items for particular groups.

Because we have made the commitment to the development of a Systematic Approach, we have devoted the resources to the codification of procedures and the construction of computer programming and instrumentation which now facilitate our ongoing efforts. A large investment of time and energies in the developmental stages is now rewarding us with a follow-up system which we can maintain and utilize annually. With an ongoing and systematic approach, we can complete these necessary follow-up studies without diverting efforts from other new and imminent projects. We hope other institutions can utilize this manual and benefit from our developmental efforts.

The Office of Institutional Research, under my direction, had full responsibility for the development of the instrumentation, programming, and codification of procedures for this Systematic Approach. Appreciation goes to Barbara Bruschi, Alan Rouze, and Jilliene Sennett of this Office, who assisted at various stages and aspects of the system we have developed.

E. Timothy Lightfield
Mercer County Community College

CHAPTER II

THE GRADUATED STUDENT FOLLOW-UP SURVEY

II. THE GRADUATED STUDENT FOLLOW-UP SURVEY

PURPOSE

The student follow-up program at Mercer County Community College involves a two-part survey of each graduating class. The first survey is conducted approximately one year from the time of graduation; the other, four years from the date of graduation. Intervals other than the four-year follow-up could be used as long as the longitudinal follow-up is consistent. The population consists of all students who graduate from the college in an associate degree program. The survey should not be conducted sooner than one year from the date of graduation so as to allow the graduate enough time for reflection on his/her educational experiences.

The primary purposes of the Graduated Student Survey are:

1. *To collect information about the former students concerning their biographic and educational characteristics and plans;*

2. *To determine the present activities of the former students;*

3. *To collect information from the former students about their experiences at the college and about their assessments of the programs and services received; and*

4. *To determine the satisfaction of the former students with their present employment/educational situation.*

The secondary or latent purposes of the survey are:

1. *To provide requisite data for completion of New Jersey HEGIS Form 302 as required by the Department of Higher Education, and other external reports; and*

2. *To communicate to former students the interest of the college in their personal objectives and the desire to be of assistance in the future.*

GOALS AND OUTCOME INDICATORS

Essentially, the institution's objective in conducting this survey was to identify the relation of goals to identified outcomes. Typically, one of the most trying and yet rewarding steps for the institution in attempting to assess educational effects is that of coming up with acceptable measures which are useful indicators of the outcomes of the institution and its units. Usually, that is accomplished in one of two ways:

1. *To decide on the outcome measures and then let the measures define the educational goals. The result of what may be judged as a backward process, is a convenient measure that seems relevant but which may not adequately reflect the goals.*

2. *A more desirable procedure is to first determine goals through committee deliberations, faculty and staff surveys, or other means and then seek to identify appropriate measures. A limitation of this second approach, however, is that if the goals are developed in the absence of considerations of what is measurable, they likely will be vague statements without measurable content.*

To provide a base upon which to measure attainment of certain college-wide goals through the survey of graduated students, specific indicators of success/failure have been developed for the follow-up study. Generally, these indicators fall into three outcome categories, found within most comprehensive community colleges:

a. *Student occupational career development;*

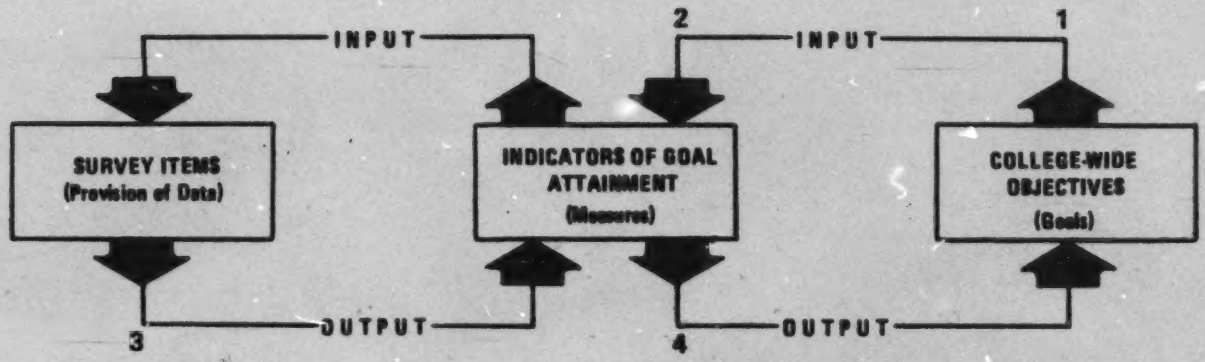
b. *Student educational career development; and*

c. *Student educational satisfaction.*

These indicators, accordingly, provide the analytical framework around which the study of graduates, Student Follow-Up System, is generated. With such defined indicators, the survey form was developed to obtain data for application to these indicators. ***Figure A*** displays the mode of the process by which data are obtained via the survey instrument and channeled to the appropriate indicators for assessment of goal attainment – student outcomes measurement.

Accordingly, the College-Wide Goals (or Objectives), Step 1, provide the input from which the indicators are operationalized. The Indicators, Step 2, then provide input into the design of the survey instrument or the Survey Items. The data subsequently obtained from the Survey Items, Step 3, provide the output by which agreement with the

ASSESSMENT OF GOAL ATTAINMENT THROUGH THE SURVEY OF GRADUATED STUDENTS



Figu

indicators can be judged; and finally, agreement with the indicators, Step 4, suggests attainment of the goals.*

Exhibit I provides a listing of the specific Indicators of Goal Attainment from which particular survey items were designed. These indicators do reference college-wide goals at Mercer County Community College and probably relate to what might be called "typical" outcome goals at a comprehensive community college. The "quantitative" or "qualitative" degree to which a given set of data support the indication of goal attainment, is subject to determination by the particular institution. As an example, while the graduates are expected by Indicator Number 13 to be "satisfied" with designated aspects of the college, the explicit rate which is operationalized to suggest attainment is not set by this Student Follow-Up System. Carrying through this example, the institution must answer for itself whether a "satisfaction rate" of 75% does or does not indicate goal attainment.

MCCC GRADUATED STUDENT SURVEY FORM

The primary survey instrument, MCCC Graduated Student Survey, was developed over a period of months during the summer and fall of 1973. The survey form was designed, in part, to complement the MCCC Non-Returning Student Survey in order to provide comparable data for the Student Follow-Up Program.

The instrument contains items related to the four primary purposes of the survey. The form also satisfies the basic information requests for data eventually reported to the state on the appropriate New Jersey HEGIS form and other external agencies.

Because of the reasoned purpose to communicate with every graduated student, the survey of the entire population is considered necessary. In order to survey the entire

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* The indicators are not meant to suggest the fulfillment of grandiose claims of impact of the college upon graduates. Presumptions about the "benefits" or "value added" to students by the college, as determined by various outcomes, rightly should be guarded. The magnitude of the theoretical and methodological difficulties of relating the college to student outcomes admittedly does limit the ultimate meaning of such a longitudinal study. Employment of "flexible indicators" rather than "explicit definers" of the constructs of the college-wide goals, provides a way to measure and attest to the quality of the institution's achievements. Consequently, gaps do remain in relating the derived indicators to the college-wide goals, although the gaps can be narrowed by assessments by the graduates of their satisfactions with a variety of selected aspects of the college, as provided in Item 17 (see *Appendix A: Mercer County Community College Graduated Student Survey*).

INDICATORS OF GOAL ATTAINMENT, COLLEGE-WIDE GOALS REFERENCED, AND SURVEY ITEMS FOR THE ASSESSMENT OF GOAL ATTAINMENT THROUGH THE SURVEY OF GRADUATED STUDENTS

INDICATORS OF GOAL ATTAINMENT	COLLEGE-WIDE GOALS REFERENCED	GRADUATED STUDENT SURVEY ITEM
1. Graduates should be employed in a career position and/or enrolled in (or have completed) a transfer degree program.[1]	10, 11, 24, 25	1, 3
2. Employed graduates should be placed in an occupation related to the program of completed study at MCCC.[2]	10, 23, 24	3, 5
3. Employed graduates should be placed in a career position within the county of Mercer.	1, 23	3, 4
4. Employed graduates should evaluate the receipt of an associate degree from MCCC as criterion (requirement) for employment at the present position.	10, 23, 24	3, 6, 8
5. Employed graduates should rate the completion of the program at MCCC as increasing his or her income potential.	1, 14, 21	3, 9
6. Employed graduates should rate the present position according to several scales, including type of work, salary & benefits, and working conditions, as satisfactory.[2]	1, 21	3, 12
7. Employed graduates should rate as "very well" or "well" the preparation received in the MCCC program of studies for the present position.	8, 10, 24, 36	3, 11
8. Graduates enrolled in transfer programs for further education should be enrolled in (or completed) programs related to the program of completed study at MCCC.[2]	11, 23, 25	1, 13, 15
9. Graduates enrolled in (or completed) courses for further education should rate having experienced no difficulty in transferring from MCCC.[1]	11, 25	1, 13, 15
10. Graduates enrolled in (or completed) courses for further education should rate as "very well" the preparation received in the MCCC program of studies for the present (or completed post-associate degree) program.	8, 11, 25, 36	1, 13, 16
11. Graduates not employed and/or not enrolled for further education should identify themselves as not seeking a position.	1, 10, 24	3, 13
12. The postgraduate (present) activity of graduates should parallel the program of completed study at MCCC.	10, 11	1, 3, 10, 14
13. Graduates should rate as being satisfied with designated aspects of the college, grouped according to the following categories:[1]		
A. Student Enrollment & Progress		
1. Academic advisement	20	17
2. Academic skills services	9, 18	17
3. Admissions procedures	14, 26	17
4. Class scheduling	15	17
5. Entrance testing program	14	17
6. Registration procedures	26	17
7. Student orientation	21, 18	17
8. Academic testing services	19, 26	17

Exhibit 1
Page 1 of 2

INDICATORS OF GOAL ATTAINMENT	COLLEGE-WIDE GOALS REFERENCED	GRADUATED STUDENT SURVEY ITEM
B. Instruction & Programs		
1. Classroom facilities & equipment	28	17
2. Classroom instruction	17, 18	17
3. Course offerings	1, 2, 3, 15	17
4. Individual assistance from instructors	7, 20	17
5. Laboratory facilities & equipment	28	17
6. Program offerings	1, 3, 15	17
7. Study facilities & equipment	28	17
C. Student Personnel Services		
1. Financial aid program	16, 26	17
2. Personal counseling services	21, 22, 26	17
3. Placement services	24, 26	17
4. Pre-admission counseling services	9, 18, 21, 26	17
5. Student activities & clubs	4, 26	17
6. Transfer counseling services	21, 23, 25, 26	17
7. Vocational/career counseling services	21, 23, 24, 26	17
D. Auxiliary Services & Programs		
1. Bookstore materials & holdings	28	17
2. Bookstore services	26	17
3. Food services	26	17
4. Library materials & holdings	3, 19, 28	17
5. Library services	19, 26	17
6. Recreational facilities & equipment	28	17
7. Recreational program & activities	4, 22, 26	17
14. Graduates should have an expressed opinion about designated aspects of the college intended or implied for all students/ graduates.	1, 10, 24	17

Exhibit 1
Page 2 of 2

[1] The National Center for Higher Education Management Systems (NCHEMS), in a sample of postsecondary institutions, has found these indicators consensually endorsed by decision-makers in the identification of desired outcomes measures. The development of tools by NCHEMS for identifying, measuring, and analyzing outcomes should prove valuable in the future efforts of the college to measure goal attainment.

[2] The Career Program Evaluation Systems Committee of the Community College Program in New Jersey has identified need for information pertaining to these designated indicators in its pilot 1973 state-wide study of career programs.

population of graduates, rather than a randomly selected sample, it is necessary to design a relatively structured and standardized form.

The survey form consists of four pages of predominantly close-ended and alternative response items, with an open-ended summary item. Item 17 of the form consists of 29 different aspects of the college for which the respondent is asked to indicate his/her degree of satisfaction. Item 17 corresponds to the same Item 15 on the MCCC Non-Returning Student Survey Form.

As an addendum to the four-page survey form, it is recommended that the institution include a one-page insertion of Supplementary Items. The Supplementary Items are prepared voluntarily by interested departments or other academic units and have open-ended items related specifically to a particular program or department. The form is then loosely inserted within the Graduated Student Survey Form.

A participating institution is asked not to alter the main survey form – Graduated Student Survey – except for substitution of the institution's name. The institution is encouraged to develop particular Coding Sheets, which would accommodate the particular identity of that college. In addition, Item 17 of the Graduated Student Survey Form provides space for the institution to add another aspect of the college for assessment by the respondents. And, of course, there is no reason why the institution could not employ the Supplementary Items insertion to acquire particular and unique sets of data.

The form is designed to take from 10 to 20 minutes for completion, the pretesting indicates a mode of 12 minutes. The variation in completion time is a result of the fact that some items can be omitted if the graduate is not currently employed and/or is not currently pursuing further eduction. Inclusion of the Supplementary Items also affects response time significantly.*

The form is designed to include selected reliability checks. The respondent student is asked to correct any personal information that appears on the address label taken from student records. The student is asked to indicate his/her curriculum at the college

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* While the Supplementary Item does stretch-out the required time to complete the survey form, it does not appear to affect return rates. The return rate for graduates of programs which chose not to develop Supplementary Items, is approximately the same as those of programs which did develop and include the optional items.

as a reliability check to the listed curriculum taken from student records. The effort enables the college to verify existing personal information about the graduate on its student records or student history file.

To assist in the longitudinal follow-up effort, an item in the Graduated Student Survey Form (see Appendix A), asks the respondent to provide the name and address of someone who would know that individual's address in the future. This procedure is designed to reduce the number of inactive names that occurs over time as alumni change addresses. By retaining this information as a secondary address reference, either on a student history file or through storage of the survey forms, contact with a graduate after the one-year follow-up effort is greatly facilitated.

MCCC TABULATION PROGRAM

To facilitate the processing of the data from the survey forms, a Fortran computer program was developed to enable data from the questionnaire to be tabulated, cross-referenced, and printed-out by MCCC's computer. The data cards can be punched directly from the survey form, after some necessary and prescribed coding.

The output of this MCCC Tabulation Program was designed to printout the individual items, the alternative responses, the actual responses (including percentage distributions), the subtotal of responses to each item, and the subtotal of non-response to each item. The program is designed so that the response total to a particular item, e.g., number presently working full-time, becomes the base number of subsequent and related items. The program is run on MCCC's IBM 360/40 computer and requires a capacity of less than 65K.

The MCCC Tabulation Program for use of data processing equipment, facilitates tabulations and percentage distributions for the entire population of graduated student respondents as well as for designated subgroups. Thus, the printed output can be obtained for as many designated subgroups as desired. Such subgroups can be identified by certain biographical/educational variables or by cross-reference of responses to items within the survey form itself. For examples of identified subgroups, see Chapter V.

The output from the MCCC Tabulation Program is designed to be utilized directly in the subsequent research report. This output can be an appendix of the Graduated Student Survey research report.

TIMETABLE AND PROCEDURES FOR ADMINISTERING THE GRADUATED STUDENT SURVEY

To assure a high return and response rate from the population of graduated students, it is necessary to define and follow explicit procedures. In that a number of research staff will be involved in the administration of the survey instrument, having explicit procedures understood by all staff involved is of primary importance. A seemingly inconsequential mistake during administration of the survey can eventually become damaging to the whole follow-up effort.

The following procedures are provided to regularize and standardize the effort involved in administering the Graduated Student Survey. Any necessary variations in these procedures should be established and understood prior to implementation of the procedures. The procedures indicated below have been followed by the Institutional Research Office at Mercer County Community College since the inception of the Student Follow-Up Program in 1973.

MATERIALS FOR THE SURVEY

Sufficient copies of the Graduated Student Survey Form should be printed and readied several months in advance of the actual survey effort. It is recommended that the survey form be printed in the fashion of a four-page test booklet -- see Appendix A, Mercer County Community College Graduated Student Survey. Such a booklet provides a professional appearance to the survey form. The follow-up procedures indicated below allow for at least two waves for the distribution of the survey forms. Thus, sufficient copies of the survey form should be printed to at least double the anticipated population of graduated students for the survey. If more than one class of graduates is being surveyed, as is recommended, the number of forms printed, of course, should reflect that expansion.

In addition to the actual survey form and related materials, the following supplies will be necessary for administering the survey form and should be obtained prior to the anticipated time of the first wave of mailings:

- *Number 9 self-addressed and stamped business envelopes, returnable to the college and, specifically, the Research Office -- sufficient quantity for triple the population(s);*

- *Number 10 envelopes with return address of the college and, specifically, the Research Office -- sufficient quantity for triple the population(s); and*

- *Rubber hand stamps for each individual program of the college with name and two-digit (numeric) code number of that program (this set of hand stamps may be eliminated if the Research Office chooses to type or write the curriculum in the designated space on the page of the survey form).*

The Institutional Research Office also should communicate with the appropriate office services or mailroom for policies and procedures related to bulk mailings. It may be necessary, for example, to apply for a bulk mailing rate to establish whether the mailing will be handled through postage meter or another process, or to identify how the bulk mailing should be prepared (e.g., ascending order by zip codes).

DEVELOPMENT OF SUPPLEMENTARY ITEMS

At least two months prior to the anticipated first mailing of the survey form, a letter of request should be distributed to all department chairpersons or division heads. Said memo shall be an invitation to have the respective departments or programs devise a particular set of questions -- Supplementary Items -- for inclusion with the main survey form. The letter should be supported by a personal appeal to the appropriate staff members and by a follow-up reminder prior to the anticipated time of the first mailing.

Each submitted Supplementary Items insertion should be reviewed by the Research Office. Modifications should be recommended to the submitting department of the unit of the college for approval. Said forms then should be printed on colored paper in order to distinguish the program insertion from the main survey form. If numerous sets of Supplementary Items are developed, it may prove useful to include some sort of identification code so that the form can be distinguished. (*Appendix C* provides some sample Supplementary Items forms.)

At the completion of the survey effort, responses to these Supplementary Items are not tabulated or analyzed by the Research Office. Such forms provide a degree of flexibility to the follow-up survey effort and typically involve open-ended items or questions very specific to the graduates of a particular program or department. The distinction between the purpose and form of the Supplementary Items and the Graduated Student Survey Form should be understood and communicated.

COVER LETTER FOR GRADUATED STUDENT SURVEY

A letter of introduction and request should be developed by the principal researcher for inclusion with the mailing of the Graduated Student Survey Form (see *Exhibit 2*). This letter should be printed on college letterhead stationery and signed by a member of the senior administrative staff (e.g., President or Dean). The letter should be tri-folded for ease in handling and processing the survey forms. The development of the cover letter may be printed separately for each particular class of graduates surveyed. Thus, the Graduates of 1975 might be addressed in the one cover letter while a similar form is addressed to Graduates of 1972.*

POPULATION LISTINGS AND COMPUTER PRINTED ADDRESS LABELS

At the end of the registration or graduation period, the institution's Data Processing or Computer Services Office should be notified in writing on appropriate request form or memo for an alphabetical listing (printout) of the population of graduates desired (see II-1 for operational definition of "graduated students.") The alpha listing of these graduates should contain the following personal information:

a. *Social Security number (or designated college ID);*

b. *Last name, first name, middle name/or initial;*

c. *Curriculum of study (two digit numeric code number only);*

d. *Sex; and*

e. *Telephone number including area code.*

In addition to the alpha listing, request should be made for the printing of seven (7) sets of pressure sensitive address labels for each student.**

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* This attempt to personalize the request to respond is the reason why the letter is not included as part of the actual survey form – as if with the Non-Returning Student Survey Form.

** The exact number of sets of address labels needed, of course, is a function of the number of mailing waves contemplated. If only the minimum of three mailing waves is planned, then it is only necessary to request five (5) sets.

Exhibit 2

SAMPLE

COLLEGE LETTERHEAD

(Date)

Dear 19__ Graduate:

_____ COMMUNITY COLLEGE is presently involved in a _____-year follow-up study of its graduates from 19__. The purpose of the study is to obtain information from persons like yourself who have completed an associate degree at the college.

As a graduate you can offer an objective evaluation of the effectiveness of our educational programs. We believe you can give us first-hand information about the college; you can tell us what you liked or disliked; and what your plans and experiences have been since you graduated from the college ____ year(s) ago.

There is much to be learned from your post-college experiences that will be of great value to those students yet to enter the college. Data collected from your replies to these questionnaire items will be important to the decisions affecting the programs and efforts of this community college. Present and future students will benefit from your experiences and reactions.

Please complete the enclosed questionnaire and return it in the self-addressed and stamped envelope within a week. All information which you provide us will be confidential; data will be assembled and analyzed in summary form only.

We think you will enjoy the experience of completing this form, especially since this is one test for which grades cannot be given! Others have found completing this questionnaire to be quite enjoyable, especially since the purposes of the survey are so vital to the future of _____ Community College.

Thank you for your cooperation and assistance. If there are ways the college can be of help to you, please contact us.

Appreciatively,

President

Each address label should contain the following personal information:

a. *Social Security number (or designated college ID);*

b. *First name, middle initial or name, last name;*

c. *Street address;*

d. *City, state, zip code; and*

e. *Curriculum of study (two-digit code number only).*

The labels should be printed alphabetically or in ascending order by Social Security number.

ADDRESS LABELS

Space is provided and indicated with brackets at the upper left of Page One of the Graduated Student Survey Form for the address label. A pressure sensitive address label from one complete set of labels should be affixed to the designated space on the survey form. A like label from the second set of labels should be affixed to the Number 10 mailing envelope.

According to the curriculum code provided on the address label, the appropriate rubber hand stamp should be used to printout the program name in the space provided below the address label.

FIRST WAVE OF MAILING

The Graduated Student Survey Form, with address label affixed, should be triple-folded and placed in a Number 10 envelope. A Number 9 self-addressed and stamped return envelope should be inserted at the back of the survey form within the Number 10 envelope. The curriculum code identified by the address label should be utilized to identify which, if any, particular Supplementary Items should be included within the individual's mailing. That form then should be inserted within the folds of the main form. The printed cover letter should also be placed in the envelope in front of the survey forms.

This mailing and each successive replacement mailing, therefore, should consist of the following contents:

1. *Graduated Student Survey Form – with address label affixed;*
2. *Cover letter (for appropriate graduating class);*
3. *Supplementary Items appropriate to identified curriculum (optional);*
4. *Self-addressed and stamped return envelope; and*
5. *Mailing envelope for entire contents – with address label affixed.*

POSTING OF DATE AND NUMBER OF SURVEY FORMS MAILED

A record should be made and posted of the exact number of forms distributed and of the date of the mailing.

PROCEDURES FOR BULK MAILING

It may be necessary to arrange the survey forms in some sort of order, e.g., ascending order by zip code, according to established procedures or preferences by the mailroom or office services for bulk mailing. It may also be necessary to seal the envelopes within the Institutional Research Office, unless the mailroom or office services assumes that job.

If mailed in bulk, considerable savings can be made in mailing costs. This potential savings or a bulk mailing policy, as well as the desire to maintain uniformity in the follow-up effort, requires that the mailings be submitted altogether. That is, the mailings for this first wave and for each successive mailing wave should be processed together and postmarked on the same date.

This procedure should be followed for each successive wave of mailings.

RETURN OF COMPLETED SURVEY FORMS

When a completed survey form is received by the Institutional Research Office, a checkmark is to be entered beside the graduate's name on the alpha listing of the population(s). The date of the return of the form also should be indicated on the alpha listing for possible future reference.

At the same time the mark is made on the alpha listing, the label for that graduate from the third, fourth, fifth, sixth, and seventh sets of address labels should be removed. Four of those extra labels should be discarded and the fifth affixed to a cumulative

listing of these respondents arranged by date of receipt of the complete survey form. This procedure enables a running record of the number of respondents and a gradually eliminating list, address labels not removed, of the non-respondents for each wave of the follow-up mailings.

If an address correction is indicated by the respondent, correction cards (such as those provided by the data processing or student records offices) should be used to note the change and update the student records or student history file.

This procedure should be followed for each successive wave of mailings.

RETURN OF NONCOMPLETED SURVEY FORMS – "BAD ADDRESS"

Surveys returned to the Institutional Research Office because of an inaccurate address are to be logged with the notation of "BA" for Bad Address on the alpha listing of the population(s). Normally, these "return to sender" mailings will be received within three-four days after the date of postmark and usually before the receipt of any completed survey forms.

At the same time that the mark of "BA" is made on the alpha listing, the label for that graduate from the third, fourth, fifth, sixth, and seventh sets of address labels should be removed. Four of the extra labels should be discarded and the fifth affixed to a cumulative listing of the "Bad Addresses." From that cumulative listing, searches can be made from area telephone books, utility company records, etc., to determine an alternative address. The secondary address developed from the one-year follow-up also can be used for any longitudinal follow-up of that same graduate.

SECOND WAVE OF MAILINGS

Approximately 10-14 days after the initial mailing of the survey forms has been postmarked, a second wave of mailings is to be sent to all non-respondents to date. The mailing shall consist of a printed postcard stressing the importance of the receiving of the individual's response (see *Exhibit 3*). The postcard should include the telephone number of the Institutional Research Office so that the graduate can request an additional copy of the form, if desired. (Frequently, the postcard convinces the student that he/she should complete the survey form, but the individual already has discarded it for initial apathy.) The cards can be printed on postcard stock paper and cut to the appropriate size.

Exhibit 3

SAMPLE

Date

Office of Institutional Research
_____ Community College

Dear Graduated Student:

About two weeks ago, you were sent a survey concerning your experiences since graduating from _____ COMMUNITY COLLEGE, which you were asked to complete and return to this Office. To date, we have not received the completed form from you.

Please take a moment to complete the form and return it to us.

If you do not have the survey form we sent you, please call this Office so that we might forward a copy to you at once.

Appreciatively,
Name
Title

Telephone

The third set of address labels, with the labels from respondents having been deleted, is to be used for this mailing of the postcards.

A record should be made and posted of the exact number of postcards distributed and of the date of the mailing. Survey forms received after the date of the mailing should be considered a consequence to the second wave of mailings.

THIRD WAVE OF MAILINGS

Approximately 10-14 days after the second wave of mailings, the postcard follow-up, a replacement questionnaire is to be sent to all non-respondents to date. The mailing shall consist of a replacement questionnaire, self-addressed and stamped return envelope, appropriate Supplementary Items (optional), and a special letter of request. The special letter of request should be written by the principal researcher for the study and should indicate that while the graduate has not yet responded, it is important for him/her to do so. This letter should be printed on college letterhead stationery and individually signed (see *Exhibit 4*).

The fourth and fifth sets of address labels, with the labels from the respondents having been deleted, are to be used for this replacement mailing.

The same procedures for affixing the address labels on the survey form and identifying the curriculum code should be followed.

A record should be made and posted of the exact number of replacement questionnaires distributed and of the date of the mailing. Survey forms received after the date of the mailing should be considered a consequence to the third wave of mailings.

FOURTH WAVE OF MAILINGS (OPTIONAL)

Approximately 14 days after the third wave of mailings, the replacement questionnaire, a second replacement questionnaire may be sent by registered mail to all non-respondents to date. The mailing shall parallel the procedures of the third wave of mailings. Four of the last two sets of address labels are used for this replacement mailing.

A record should be made and posted of the exact number of replacement questionnaires distributed and of the date of the mailing. Survey forms received after the date of the mailing should be considered a consequence to the fourth wave of mailings.

Exhibit 4

SAMPLE

COLLEGE LETTERHEAD

(Date)

Dear Graduate:

About three weeks ago, you were mailed a survey asking for your cooperation in completing the information requested. I hope that this form got delivered to you.

To date, we have not received your completed survey form. It is especially important that we have your opinions and responses.

Please take just a few moments, therefore, and complete the enclosed survey form.

If you have any reservations or questions, give me a call or stop by the office, and I will do what I can to answer them for you.

Thank you a great deal.

Name
Position
Telephone
Campus Address

Enclosure

TELEPHONE FOLLOW-UP (OPTIONAL)

In addition to, or in lieu of, the fourth wave of mailings, a telephone follow-up of the nonrespondents may be undertaken. Assuming clerical assistance is available, the telephone follow-up is less expensive than the registered mailing – fourth wave – and provides that personal contact not possible in a mailing.

The purpose of the telephone follow-up is to ascertain that the form has been received and to request the cooperation of the graduate in completion of the survey form. The purpose of the telephone follow-up is not to gather information from the graduate (i.e., conduct a telephone interview).

The alpha listing of the population of graduated students should be used for the telephone follow-up. (It was indicated earlier in this paper that the alpha listing should contain the telephone numbers of the graduates in addition to other personal information.)

The telephone follow-up should be conducted soon after the completion of the third or fourth wave of mailings, depending upon whether the telephone follow-up is a substitution for or an addition to the fourth wave. Individuals making the telephone contacts should be rehearsed prior to initiation of the telephone follow-up effort – a sample telephone scenario is found in *Exhibit 5*. The caller should be advised to identify himself/herself and the college to whomever answers the telephone and to request permission to speak with the graduate. The caller should refer to the graduate by name. The caller should emphasize the social usefulness of the survey form and the individual importance of each respondent's completion of the form. If the graduate should indicate that he/she never received a copy of the form – sometimes true due to mailing problems and sometimes simply a defensive strategy – the address should be obtained and a replacement questionnaire distributed.

Some graduates may not be reached during the day, and, thus, it may be necessary to attempt the connection during evening hours. At least one day and one evening attempt to contact the former student by telephone should be made.

COMPLETION OF THE PROCESS OF ADMINISTERING THE GRADUATED STUDENT SURVEY

Approximately 14 days after the final wave of mailings and/or telephone contacts, the administration of the survey form should be considered as completed. Thus, from the first wave of mailing to the elapsed time after the fourth wave, administering the Graduated Student Survey takes approximately 7-8 weeks.

Exhibit 5

SAMPLE

TELEPHONE SCENARIO

FOLLOW-UP
GRADUATED STUDENT SURVEY

(*Please Note:* We are asking for the cooperation of the graduates in this survey. With this in mind, please be polite and helpful to the people with whom you speak. We are asking them to do something special for us!)

Hello. My name is _____. I'm from _____Community College.

May I please speak with ___first name___ ___last name___?

Hello ___first name___. My name is _____. I'm from _____ Community College.

About two weeks ago, you should have received a questionnaire from the college. According to our records, the questionnaire has not been returned. The information you can provide will really be helpful to the college in planning ways in which we can better serve our students. Do you still have that questionnaire?

Would you please take a moment of your time to fill out the form and return it to us?

Thank you.

(If the student claims not to have received the questionnaire or admits having disposed of it, get his/her name and address so that a replacement can be sent. Do not attempt to place any fault as to what might have happened to the form!)

The number of returned survey forms resulting from each wave of mailings should be counted and recorded. A sample form is provided (see *Exhibit 6*) for indicating the return rates. This form can be utilized to record overall return rates and should be included in the eventual Research Report.

PROCESSING OF SUPPLEMENTARY ITEMS

As indicated earlier, there should be no attempt to tabulate or analyze data provided in the Supplementary Items. Furthermore, if the graduate did not provide his or her name on the items, there should be no attempt to identify such. The completed set of Supplementary Items from each subpopulation of respondents should be gathered and submitted to the appropriate department chairperson or division head after time has elapsed subsequent to the final wave of mailings and/or telephone contacts.

CODING AND KEYPUNCHING OF THE SURVEY FORM

Coding of the completed survey forms can be started as soon as the name of the respondent has been marked on the alpha listing of the population and as soon as the extra sets of mailing labels have been used or discarded. The researchers may prefer to code the survey forms all at the same time; at the conclusion of the fourth wave of mailings and the requisite elapsed time from that final wave.

UNIQUE IDENTIFICATION NUMBER

Once a survey form has been received, it should be given a unique identification number or "Office Code." This number is to be consecutively assigned, of four (4) characters, and entered in the upper left hand corner of the first page of the survey form.

The number assigned should be recorded on the alpha listing of the population of graduates students by the particular respondent's name.

CODING AND CODING SHEET

The survey form is designed to be keypunched directly, once coding has been accomplished. A Coding Sheet is provided for use by the coders and keypunchers (see *Exhibit 7*). The Coding Sheet lists an identifying designation for each code item and the contents of that item.

Exhibit 6

SAMPLE

POPULATION SIZE AND RETURN RATES FOR SURVEY OF GRADUATED STUDENTS

POPULATION OF GRADUATED STUDENTS (JUNE AND AUGUST 1975)	500

	Number Distributed	Return Rates N	%
1st Mailing Wave (date of postmark)	500	150	30%
2nd Mailing Wave (date of postmark)	350	50	10%
3rd Mailing Wave (date of postmark)	250	50	10%
4th Mailing Wave (date of postmark)	200		
Telephone Follow-Up (dates)	200	75	15%

Total Valid and Usable Forms Returned	325	65%
Total "Bad Address"	15	3%
Total Refused to Complete Form	10	2%
No response	150	30%
	500	

There are several items within the survey form for which explicit coding and the development of Coding Sheets is necessitated. These include the following code items:

"CURR CODE"	–	Curriculum Code
"LORES"	–	Location of Residence
"LOEMP"	–	Location of Employer
"TYEMP"	–	Type of Employment
"TYPOS"	–	Type of (Employment) Position
"LGEMP"	–	Length of Employment

"CURR CODE" corresponds to the two-digit numeric code appearing on the alpha listing for the population for the curriculum of study. A Sheet A should be developed corresponding to those identified curriculum code numbers, such as that in *Exhibit 8*. The Curriculum Code should be found also on Page One of the survey form and on the address label developed for each member of the population. If the college intends to separate transfer from career program graduates, this code – "TRANS CAREER" – also should be provided on Sheet A, as in the example provided.

"LORES" consists of the Location of Residence for the respondents. A Sheet B should be developed providing a one-character alpha code for the identified patterns of residence. In *Exhibit 9*, the categories could be counties and in-state versus out-of-state residence. The Location of Residence also could be a mailing district as provided by analysis of the zip codes. Identification of the Location of Residence should be from the address label on Page One of the survey form or as corrected by the respondent. The same Sheet B is used for coding "LOEMP" – Location of Employer – which would correspond to the same identified patterns.

"TYEMP" consists of the Type of Employment of the respondent. A Sheet C should be developed providing a one-character alpha code for identified categories of employing firms or institutions (see Coding Sheet C provided in *Exhibit 10*).

"TYPOS" consists of the actual Type of Position of the respondent, as opposed to the type of employment or employer. A Sheet D should be developed providing a one-character alpha code for identified categories of employment positions (see Coding Sheet D, *Exhibit 11*).

"LGEMP" refers to the Length of Employment at the present position. A Sheet E should be developed providing a one-character alpha code for identified categories of length of employment within a realistic range (see Code Sheet E, *Exhibit 12*).

KEYPUNCHING AND CODING SHEET

Once the coding is complete, the survey form can be keypunched onto data cards according to the Coding Sheet provided. Note that card Columns 1-75 are designated for keypunching the data from the survey forms, including blank columns. Card Columns 76-80 may be utilized for other student identifiers from which output can be developed by the MCCC Tabulation Program. (Such other identifiers could include ethnic group identification, class level, or semester of entrance, as examples.)

The Coding Sheet lists an identifying designation for each Code Item and the contents of that item. The "Starting Position" for each Code Item is indicated on the Coding Sheet, in order to provide logical breaks between sets of Code Items. Provision of such breaks or blank columns provides an error check during keypunching so that every Code Item can be identified with an explicit "Starting Position."

Each Code Item has its own variable length as indicated on the Coding Sheet, although the vast majority are one character items.

Each Code Item has its own Alpha or Numeric "Type" depending upon the type of data involved. The variation in "Type" also provides a logical check of possible errors during keypunching.

The "Contents" for each Code Item are provided on the Coding Sheet for use by the keypuncher.

Note that a "Non-Response" to any item is maintained as a blank for keypunching. (The MCCC Tabulation Program provides a subtotal of the blanks and differentiates whether the blank "response" is actually due to an inappropriate questionnaire item for the individual or to non-response.)

Note that in Survey Item 17, the coded response ranges from "1" for "Very Satisfied" to "4" for the "Very Dissatisfied" response, with "No Basis for Opinion" coded as "5." This is in reverse of the 1-4 range provided on the survey form itself and should be noted in keypunching.

SUMMARY ITEM

Responses to the Summary Item on Page Four related to suggestions "to improve the educational preparation of graduates from your program of study" should not be coded.

Instead of coding these suggestions, it is suggested that the responses be accumulated and prepared as an addendum to the main research report. It is further recommended that only legitimate "suggestions" be recorded and that specific complaints or praises be discarded as inappropriate responses to the question raised.

Past experience has found that these SUMMARY suggestions can be valuable information for the college, and many contain meanings beyond the responses provided in the other survey items.

DATA CARD DECK

Following keypunching, a data card deck and duplicate deck, containing all requisite data are to be retained for utilization with the MCCC Tabulation Program.

GRADUATED STUDENT SURVEY
CODING SHEET

CODE (ITEM)	STARTING POSITION	LENGTH	TYPE	CONTENTS	MODULAR ID
SEX	1	1	N	1 = Male 2 = Female	
OFFICE CODE	2	4	N	0001 – .... by 1's	
CURR CODE	7	2	N	See Sheet A	
TRANS CAREER	9	1	N	See Sheet A	
LORES	11	1	A	See Sheet B	RQB
LEVEL	12	1	A	See Survey Q. 1	RQAA
MAJOR	13	1	A	See Survey Q. 2	RQ1
WORK	14	1	A	See Survey Q. 3	RQ2A
H1	15	2	N	30 and up = Full Time	RQ2B
H2	17	2	N	29 and down = Part Time	RQ2C
LOEMP	19	1	A	See Sheet B	RQC
TYEMP	20	1	A	See Sheet C	RQD
TYPOS	21	1	A	See Sheet D	RQE
MONTH	22	2	N	See Survey Q. 6	
YEAR	24	2	N	See Survey Q. 6	
LGEMP	26	1	A	See Sheet E	RQF
START	28	1	A	See Survey Q. 7	RQ7
EDUC	29	1	A	See Survey Q. 8(1)	RQ8
EXP	30	1	A	See Survey Q. 8(2)	RQ8A
POTEN	31	1	A	See Survey Q. 9	RQ9
REASN	32	1	A	See Survey Q. 10	RQ10
PREP	33	1	A	See Survey Q. 11	RQ11
TYPE	35	1	A	See Survey Q. 12(1)	RQ12A
SALBN	36	1	A	See Survey Q. 12(2)	RQ12B
WORKC	37	1	A	See Survey Q. 12(3)	RQ12C
FEDUC	38	1	A	See Survey Q. 13	RQ13
LEAVE	39	1	A	See Survey Q. 14	RQ14
TRANS	40	1	A	See Survey Q. 15	RQ15
FURTH	41	1	A	See Survey Q. 16	RQ16
ORIEN	43	1	N	1 = Very Satisfied 2 = Satisfied 3 = Dissatisfied 4 = Very Dissatisfied 5 = No Basis for Opinion 6 = No Response	RQ17

GRADUATED STUDENT SURVEY
CODING SHEET

CODE (ITEM)	STARTING POSITION	LENGTH	TYPE	CONTENTS	MODULAR ID
ADMIS	44	1	N	1 = Very Satisfied 2 = Satisfied 3 = Dissatisfied 4 = Very Dissatisfied 5 = No Basis for Opinion 6 = No Response	RQ18
REG	45	1	N	Same as Above	RQ19
ENTR	46	1	N	Same as Above	RQ20
PREAD	47	1	N	Same as Above	RQ21
PERS	48	1	N	Same as Above	RQ22
TCOUN	49	1	N	Same as Above	RQ23
VOC	50	1	N	Same as Above	RQ24
RECR	51	1	N	Same as Above	RQ25
ACTIV	52	1	N	Same as Above	RQ26
FIN	53	1	N	Same as Above	RQ27
CLASS	56	1	N	1 = Very Satisfied 2 = Satisfied 3 = Dissatisfied 4 = Very Dissatisfied 5 = No Basis for Opinion 6 = No Response	RQ28
ACAD	57	1	N	Same as Above	RQ29
SKILS	58	1	N	Same as Above	RQ30
CINST	59	1	N	Same as Above	RQ31
PLACE	60	1	N	Same as Above	RQ32
OFFER	61	1	N	Same as Above	RQ33
PROG	62	1	N	Same as Above	RQ34
INDIV	63	1	N	Same as Above	RQ35
FACIL	66	1	N	1 = Very Satisfied 2 = Satisfied 3 = Dissatisfied 4 = Very Dissatisfied 5 = No Basis for Opinion 6 = No Response	RQ36
RECEQ	67	1	N	Same as Above	RQ37
LABEQ	68	1	N	Same as Above	RQ38
STUDY	69	1	N	Same as Above	RQ39
FOOD	70	1	N	Same as Above	RQ40

GRADUATED STUDENT SURVEY
CODING SHEET

CODE (ITEM)	STARTING POSITION	LENGTH	TYPE	CONTENTS	MODULAR ID
MATER	71	1	N	1 = Very Satisfied 2 = Satisfied 3 = Dissatisfied 4 = Very Dissatisfied 5 = No Basis for Opinion 6 = No Response	RQ41
LSERV	72	1	N	Same as Above	RQ42
BSMAT	73	1	N	Same as Above	RQ43
BSSER	74	1	N	Same as Above	RQ44
OTHER	75	1	N	Same as Above	RQ47

SAMPLE

CODING SHEET – A

GRADUATED STUDENT SURVEY
CURRICULUM CODES

Visual Arts Department

Codes	Curriculum	Transfer/Career*	HEGIS Code
53	Arts & Design	1	1001
65	Communications Media	2	5008
66	Advertising Design	2	5012
67	Fine Arts	1	1001
68	Visual Arts	2	5012

Biology/Chemistry Department

Codes	Curriculum	Transfer/Career	HEGIS Code
31	Laboratory Tech.	2	5407
46	Science/Biology	1	0401
47	Science/Chemistry	1	1905
52	Mathematics/Science	1	4996
61	Plant Science	1	0109
62	Land Use Management	2	5402
63	Fire Science Tech.	2	5507
64	Ornamental Horticulture Tech.	2	5402

Business Department

Codes	Curriculum	Transfer/Career	HEGIS Code
09	Pre-Mortuary Science	1	1229
11	Accounting	2	5002
12	Business Administration	1	0501
14	Marketing	2	5004
15	Industrial Supervision	2	5004
16	Banking	2	5003
17	General Business	2	5001
18	Secretarial Science	2	5005

*1 = Transfer Programs
2 = Career Programs

Engineering/Architecture Department

Codes	Curriculum	Transfer/Career	HEGIS Code
54	Architectural Tech.	2	5304
55	Flight Tech.	2	5302
57	Aviation Electronics	2	5302
58	Flight Attendant	2	5006
59	Aviation Education	1	2201
60	Aerospace Operation Management	2	5011
70	Architecture	1	0202
71	Engineering Science	1	0901
72	Media Electronics	2	5310
73	Engineering Tech. – Construction/Civil	2	5309
74	Engineering Tech. – Electrical	2	5310
75	Engineering Tech. – Mechanical	2	5315
76	Engineering Tech. – Electro Mechanical	2	5311
77	Drafting Tech.	2	5303
78	Electronics Tech.	2	5310
79	Electric Power Tech.	2	5311

Math/Physics/Computer Sciences

Codes	Curriculum	Transfer/Career	HEGIS Code
13	Data Processing	2	5103
20	Computer Operations	2	5104
48	Science-Computer	1	0701
49	Science-Physics	1	1901
50	Mathematics	1	1701

Nursing/Allied Health

Codes	Curriculum	Transfer/Career	HEGIS Code
27	Dental Assistant	2	5202
32	Nursing	2	5208
35	Medical Laboratory Tech.	2	5205
37	Radiologic Tech.	2	5207

English/Foreign Languages/Music Department

Codes	Curriculum	Transfer/Career	HEGIS Code
51	Humanities & Social Sciences	1	4901
90	International Baccalaureate	1	0399

Social Sciences Department

Codes	Curriculum	Transfer/Career	HEGIS Code
23	Correction Officer	2	5505
24	Government Aide	2	5508
25	Law Enforcement Officer	2	5505
26	Education Assistant	2	5503
29	Community Services Assistant	2	5506

Library

Codes	Curriculum	Transfer/Career	HEGIS Code
28	Library/Media Center	2	5504

Exhibit 9

SAMPLE

CODING SHEET – B

GRADUATED STUDENT SURVEY
LOCATION OF RESIDENCE AND LOCATION OF EMPLOYER

Code	County/State
A	Mercer County
B	Hunterdon, Middlesex, Somerset, Burlington, Monmouth
C	Other Counties in New Jersey
D	Pennsylvania
E	New York
F	Other States

Exhibit 10

SAMPLE

CODING SHEET – C

GRADUATED STUDENT SURVEY
TYPE OF EMPLOYMENT

Code	
A.	Local Government
B.	State Government
C.	Federal Government
D.	Education
E.	Hospital/Clinic
F.	Welfare or Community Agency
G.	Nonprofit Organization
H.	Business
I.	Industry
J.	Other
K.	No Response

Exhibit 11

SAMPLE

CODING SHEET – D

GRADUATED STUDENT SURVEY
TYPE OF POSITION

A. Actor Entertainer
B. Artist/Musician
C. Writer/Journalist
D. Farmer/Rancher
E. Conservationist/Forestor
F. Business (Clerical/Records)
G. Business Management
H. Business Sales
I. Computer Programming/Service
J. Statistician/Researcher
K. Architect/Decorator
L. Engineer
M. Skilled Trades
N. Professions (Law/Medicine/Clergy)
O. Therapist (Physical/Occupational/Speech)
P. Dietitian/Home Economist
Q. Lab Tech./Hygienist
R. Nurse
S. Public Service
T. Social Work
U. School/College Administrator
V. Teacher/Counselor/Education Aide
W. Law Enforcement
X. Interpreter/Translator
Y. Military Service
Z. Other

Exhibit 12

SAMPLE

CODING SHEET – E

GRADUATED STUDENT SURVEY
LENGTH OF EMPLOYMENT

Code

A. Less than 6 Months
B. 6 to 11 Months
C. 12 but less than 24 Months (2 Years)
D. 24 but less than 36 Months (3 Years)
E. 36 but less than 60 Months (5 Years)
F. 60 but less than 120 Months (10 Years)
G. 120 Months or more
H. No Response

CHAPTER III

THE NON-RETURNING STUDENT FOLLOW-UP SURVEY

III. THE NON-RETURNING STUDENT FOLLOW-UP SURVEY

The purposes of the Non-Returning Student Follow-Up Survey are essentially the same as those of the Graduated Student Follow-Up Survey. The one difference inherent in the Non-Returning Student Follow-Up Survey is the need to determine the reason(s) why students leave the college before graduation.

The procedures for conducting the Non-Returning Student Follow-Up Survey, with the exception of those listed below, are the same as those listed for the Graduated Student Follow-Up Survey and will not be repeated here (see Pages II-1 through II-17).

MCCC NON-RETURNING STUDENT SURVEY FORM

The primary survey instrument, MCCC Non-Returning Student Survey, was developed over a period of months during the summer and fall of 1973 (see *Appendix B*). The survey form was designed, in part, to complement the MCCC Graduated Student Follow-Up Survey in order to provide comparable data for the Student Follow-Up Program. The form was designed to facilitate the survey process by including the "letter of request" within the form and by providing appropriate space in which to affix the mailing label. The form then can be folded with the mailing label visible through a No. 10 window envelope.

The instrument contains items related to the primary purposes of the survey. The form also satisfies the basic information requests for data eventually reported to the state on the appropriate New Jersey HEGIS form, such as reasons for non-return.

The survey form consists of three pages of predominantly close-ended and alternative response items, with an open-ended summary item. Item 15 of the form consists of 29 different aspects of a college for which the respondent is asked to indicate his/her degree of satisfaction. Item 15 corresponds to Item 17 on the MCCC Graduated Student Survey Form.

The form is designed to take from 5 to 15 minutes for completion, the pretesting indicates a mode of 10 minutes. The variation in completion time is a result of the fact that some items can be omitted if the former student is not currently employed and/or is not currently pursuing further education.

The form is designed to include selected reliability checks. The former student is asked to correct any personal information that appears on the address label taken from student records. The former student is asked to indicate his/her curriculum at the

college as a reliability check to the listed curriculum taken from student records. The effort enables the college to verify existing personal information about the former student on its student records or student history file.

CROSS-REFERENCE CHECK ON POSSIBLE GRADUATES

When the alpha listing of the population of non-returning students is received, it should be checked against the graduation lists typically maintained by the Registrar's Office. This procedure provides a cross-reference to ensure that students who completed requirements for graduation, but for some reason have not had the information posted on their student records, are excluded from the mailing to non-returning students. This procedure is particularly necessary if the follow-up survey is conducted during the Spring semester, in that students who complete program requirements as of the end of the previous Fall semester may not actually be awarded the associate degree until the end of the subsequent Spring semester. Students who appear on both the Registrar's graduation list and the alpha listing of non-returning students should be eliminated from the survey. It may also be advantageous to initiate a study of each such student's official transcript to resolve the apparent discrepancy.

ADDRESS LABELS

Space is provided and indicated with brackets at the bottom left of Page One of the Non-Returning Student Survey Form for the address label. Attachment of the address label in the designated area will enable, after proper folding of the form, visibility of the address label through the window envelope for mailing. A pressure sensitive address label from one complete set of labels should be affixed to the designated space on the survey form.

According to the curriculum code provided on the address label, the appropriate rubber hand stamp should be used to printout the program name in the space provided above the address label area – see sample below:

Curriculum At MCCC: 51 Humanities & Social Science

Please Correct Any MIS Information To The Left ←

000000000 CURR. CODE No.

Name
Address
City, State Zip Code

The form should then be triple-folded and placed in a Number 10 window envelope with the address label on the survey form visible through the window. A Number 9 self-addressed and stamped return envelope should be inserted at the back of the survey form within the Number 10 window envelope. (Be certain the return envelope is not placed in the front of the survey form, in which case it would block the address label from being visible through the window of the Number 10 envelope.

CODING AND CODING SHEET

The Non-Returning Student Survey form, similar to the Graduated Student form, is designed to be keypunched directly, once coding has been accomplished. A Coding Sheet for the Non-Returning Student Survey is provided for use by the coders and keypunchers (see ***Exhibit 13***). Note, however, that this Coding Sheet is not the same as the Coding Sheet for the Graduated Student Survey since the instruments are not identical. The Coding Sheet lists an identifying designation for each code item and the contents of that item.

There are some items within the survey form for which explicit coding and the development of Coding Sheets is necessitated. These include the following code items:

- *CURR CODE – Curriculum Code*
- *LORES – Location of Residence*
- *TYPOS – Type of (Employment) Position*

"CURR CODE" corresponds to the two-digit numeric code appearing on the alpha listing for the population for the curriculum of study. A Sheet A should be developed corresponding to those identified curriculum code numbers, such as Exhibit 8 for the Graduated Student Survey. The Curriculum Code should be found also on Page One of the survey form and on the address label developed for each member of the population. If the college intends to separate transfer from career program graduates, this code – "TRANS CAREER" – also should be provided on Sheet A, as in the example in Exhibit 7.

"LORES" consists of the Location of Residence for the respondents. A Sheet B should be developed providing a one-character alpha code for the identified patterns of residence, such as in Exhibit 8 for the Graduated Student Survey.

"TYPOS" consists of the Type of Employment Position of the respondent. A Sheet C should be developed providing a one-character alpha code for identified categories of positions. ***Exhibit 14*** is a Sample for Coding Sheet C for the Non-Returning Students Survey. Note that the categories suggested in this Sample differ from the categories of positions used for the Graduated Student Survey in Exhibit 11.

NON-RETURNING STUDENT SURVEY
CODING SHEET

CODE (ITEM)	STARTING POSITION	LENGTH	TYPE	CONTENTS	MODULAR ID
SEX	1	1	N	1 = Male 2 = Female	
OFFICE CODE	2	4	N	0001 — . . . . by 1's	
CURR CODE	7	2	N	See Sheet A	
TRANS CAREER	9	1	N	See Sheet A	
LORES	11	1	A	See Sheet B	RQB
CHANG	12	1	A	A = Yes; B = No	RQA
MAJOR	13	1	A	See Survey Q.2	RQ1
WORK	14	1	A	See Survey Q.3	RQ2A
H1	15	2	N	30 and up = FULL-TIME	RQ2B
H2	17	2	N	29 and down = PART-TIME	RQ2C
TYPOS	21	1	A	See Sheet C	RQG
PREP	22	1	A	See Survey Q.5	RQ11
STATUS	23	1	A	See Survey Q.6	RQ6A
H3	24	2	N	30 and up = FULL-TIME	RQ6B
H4	26	2	N	29 and down = PART-TIME; OFF CAMPUS	RQ6C
H5	28	2	N	29 and down = PART-TIME; ON CAMPUS	RQ6D
PURSU	30	1	A	See Survey Q.7	RQ7A
NAME	33	1	A	See Survey Q.8	RQ8B
FURTH	34	1	A	See Survey Q.9	RQ16
COLED	35	1	A	See Survey Q.10	RQ10A
MECOU	36	1	A	See Survey Q.11	RQ11A
MAEDU	37	1	A	See Survey Q.12	RQ12D
PLANS	38	1	A	See Survey Q.13	RQ13A
NO RET	39	1	A	See Survey Q.14	RQ14A

NON-RETURNING STUDENT SURVEY
CODING SHEET

CODE (ITEM)	STARTING POSITION	LENGTH	TYPE	CONTENTS	MODULAR ID
ORIEN	43	1	N	1 = VERY SATISFIED 2 = SATISFIED 3 = DISSATISFIED 4 = VERY DISSATISFIED 5 = NO BASIS FOR OPINION 6 = NO RESPONSE	RQ17
ADMIS	44	1	N	Same As Above	RQ18
REG	45	1	N	Same As Above	RQ19
ENTR	46	1	N	Same As Above	RQ20
PREAD	47	1	N	Same As Above	RQ21
PERS	48	1	N	Same As Above	RQ22
TCOUN	49	1	N	Same As Above	RQ23
VOC	50	1	N	Same As Above	RQ24
RECR	51	1	N	Same As Above	RQ25
ACTIV	52	1	N	Same As Above	RQ26
FIN	53	1	N	Same As Above	RQ27
CLASS	56	1	N	1 = VERY SATISFIED 2 = SATISFIED 3 = DISSATISFIED 4 = VERY DISSATISFIED 5 = NO BASIS FOR OPINION 6 = NO RESPONSE	RQ28
ACAD	57	1	N	Same As Above	RQ29
SKILS	58	1	N	Same As Above	RQ30
CINST	59	1	N	Same As Above	RQ31
PLACE	60	1	N	Same As Above	RQ32
OFFER	61	1	N	Same As Above	RQ33
PROG	62	1	N	Same As Above	RQ34
INDIV	63	1	N	Same As Above	RQ35

NON-RETURNING STUDENT SURVEY
CODING SHEET

CODE (ITEM)	STARTING POSITION	LENGTH	TYPE	CONTENTS	MODULAR ID
FACIL	66	1	N	1 = VERY SATISFIED 2 = SATISFIED 3 = DISSATISFIED 4 = VERY DISSATISFIED 5 = NO BASIS FOR OPINION 6 = NO RESPONSE	RQ36
RECEQ	67	1	N	Same As Above	RQ37
LABEQ	68	1	N	Same As Above	RQ38
STUDY	69	1	N	Same As Above	RQ39
FOOD	70	1	N	Same As Above	RQ40
MATER	71	1	N	Same As Above	RQ41
LSERV	72	1	N	Same As Above	RQ42
BSMAT	73	1	N	Same As Above	RQ43
BSSER	74	1	N	Same As Above	RQ44
OTHER	75	1	N	Same As Above	RQ47

Exhibit 14

SAMPLE

CODING SHEET C
NON-RETURNING STUDENT SURVEY
TYPE OF POSITION

CODE	TYPE OF POSITION
A	Clerical/Records
B	Business Sales (Clerk)
C	Business Management/Administration
D	Professional (Law, Medicine, Clergy, Architecture, Entertainer, Teacher)
E	Semi-Professional/Technical (Programmer, Nurse)
F	Public Service (Public Social Work, Police, Fire, Law Enforcement, Military)
G	Service Worker (Barber, Waiter)
H	Skilled Trades/Craftsman (Carpenter, Baker, Cook, Foreman)
I	Semi-Skilled/Operative (Machine Operator, Assembler, Switchboard Operator, Mechanic)
J	Unskilled/Laborer
K	Proprietor/Owner
L	Other

CHAPTER IV

DEMOGRAPHIC AND BIOGRAPHIC DATA

IV. DEMOGRAPHIC AND BIOGRAPHIC DATA

As a complement to the data developed during the course of the survey, a search of the student records or student history file should be made. The purpose of this search is to develop aggregated data on various demographic and biographic characteristics for the population of non-returning students or graduated students.

Through access to a computerized record file, i.e., student history, and alumni files, personal background data such as sex, ethnic group identification, level of study, marital status, age (at graduation), program of study, and residence (at graduation) should be obtained in the aggregate.

If feasible, given the computer and staff resources of the college, the background data should be developed for the population of returning students to the college in addition to the population of non-returning students. This is facilitated by acquiring the desired background data from the population of full-time students of the previous semester, e.g., Fall 1975, and then deleting for each set of aggregated data the corresponding data from that then subpopulation of non-returning students of the subsequent semester, e.g., Spring 1976.

In addition to the background demographic and biographic data, student progress data should be acquired in the same manner. Such progress data would include number of earned credits at the end of the final semester, credit attempted during the final semester, cumulative grade point average, and semester grade point average. Standardized entrance or admissions test scores, such as from the Scholastic Aptitude Test (SAT) or the Comparative Guidance & Placement (CGP) Program, may be accessible as well. The purpose of the accumulation of such data, as with the background data, is to profile the characteristics of the population of non-returning students, and, if feasible, to contrast that profile with the characteristics of the returning student population. For the graduated student, the data affords a profile of the population at the time of graduation and at a later point in time. It may also facilitate comparative profiles of graduates from various years.

BIOGRAPHIC AND EDUCATIONAL CHARACTERISTICS AND PLANS OF STUDENTS IN THE SURVEY

As indicated above, it is advisable to obtain certain demographic, biographic, and student progress data from available student records or the student history file. Analyses then can be made of the contrast of the various graduating classes and of the returning and non-returning students for the various biographic and educational characteristics identified and for which data is obtained.

Data obtained from the survey form itself can be displayed to indicate present residence, change of curriculum, working status and employment position, completed education and pursuit of further education.

It may also be desirable to contrast selected biographic data – e.g., location of residence of transferring students – from the populations of graduated students and non-returning students with the actual respondents to the survey form. This comparison would provide an indication for selected variables at least of the change of these variables over time.

Selected items from the survey forms identify the former student's goals and plans. Data from Item 2 on the Graduated Student Survey Form and Item 10 on the Non-Returning Student Survey Form can be analyzed to discern the objectives of the students, perhaps in contrast with the objectives of other populations of students. For the graduated student, the surveyed population may be divided into terminal career program graduates versus transfer program graduates. This contrast would provide an indicator of how the individual's objectives related to actual accomplishment.

Data from Item 13 on the Non-Returning Student Survey Form is useful to predict the extent to which the college can anticipate later return to the college of its non-returning students. The combination of response alternatives, (a), (b), and (c), would provide an indication of the "Stop-Out" student or patterns of intermittent enrollments.

CHAPTER V

OUTPUT FROM MCCC TABULATION PROGRAM

V. OUTPUT FROM MCCC TABULATION PROGRAM

MCCC shall assume responsibility for processing the jobs which utilize the MCCC Tabulation Program as run on MCCC data processing equipment.

The Administrative Technical Assistant and a representative of the Computer Services staff of MCCC will run the jobs required to produce the desired output. The jobs will be run during non-regular hours of Computer Services.

The user college should assume responsibility for all keypunching of the data cards for the respondents and submission of the job deck to the MCCC research staff. Two copies of the output for the whole population of surveyed students shall be provided to the user college according to the format established within the MCCC Tabulation Program (see *Appendix D: Sample Output of MCCC Tabulation Program*).

Additional runs of the user college's data deck may be requested for particular and identified subgroups or cross-reference of items. One copy of these subgroup or cross-reference runs shall be provided to the user college. Examples of such subgroups and cross-reference items for utilization of the MCCC Tabulation Program are indicated below:

EXAMPLES OF SUBGROUPS FOR COMPUTER OUTPUT

NRS	GS	
x	x	Respondents of Transfer versus Career Programs
x	x	Respondents of the Various Academic Departments
x	x	Respondents of Male versus Female Sex
x	x	Respondents of Other Clustering of Programs
x	x	Employed versus Non-Employed Respondents
x	x	Respondents Pursuing Further Education versus Completed Bachelor Degree
	x	Respondents with Completed Associate versus Completed Bachelor Degree
	x	Respondents of Various Geographic Locations or Residence
	x	Graduates Employed Since Time of Graduation
	x	Respondents Indicating Difficulty in Transferring
x		Respondents of Freshmen versus Sophomore Class Level
x		Respondents with "Positive" versus "Negative" Non-Return Reasons
x		Respondents Planning to Return versus Those Not Planning to Return
x		Respondents Employed During Last Semester at College
x		Respondents Who Met with Counselor/Advisor Last Semester

ANALYSIS OF THE DATA AND OUTPUT

As indicated previously, the primary purposes of the student surveys are:

1. *To collect information about the former students concerning their biographic and educational characteristics and plans;*

2. *To determine the present activities of the former students;*

3. *To collect information from the former students about their experiences at the college and about their assessments of programs and services received;*

4. *To determine the satisfactions of the former students with their employment/educational situation; and*

5. *To ascertain reasons for not returning from non-graduated students.*

The analyses of the data, therefore, should concentrate upon these purposes. Examples of some analyses and display of data with reference to these primary purposes are provided in the following subsections.

In addition, the analyses should focus upon the degree to which data supplied by the survey indicates attainment of goals.

CHAPTER VI

PRESENT ACTIVITY OF GRADUATED AND NON-RETURNING STUDENTS

VI. PRESENT ACTIVITY OF GRADUATED AND NON-RETURNING STUDENTS

The present activity of the graduated students can be ascertained from the output of survey Items 3 and 13 and for non-returning students, Items 3 and 7 -- working status and pursuit of further education. The output of these two items likely will reveal some overlap of the activities -- graduates pursuing some combination of being employed and being enrolled for further education. Cross-reference of these two items, however, enables a more definitive description of the present activity. The following cross-referenced and mutually exclusive categories provide for this overlap: (Note that by adding the percentage statistics of desired clusters, e.g., all full-time employed, all part-time enrolled, it is possible to arrive at cumulative distributions.)

Present Activity		Number	Percent
Employed Full-Time	Not Enrolled		
Employed Full-Time	Enrolled Full-Time		
Employed Full-Time	Enrolled Part-Time		
Employed Part-Time	Not Enrolled		
Employed Part-Time	Enrolled Full-Time		
Employed Part-Time	Enrolled Part-Time		
Not Employed	Enrolled Full-Time		
Not Employed	Enrolled Part-Time		
Not Employed	Not Enrolled		
No Response			

For the longitudinal follow-up of graduates, i.e., after two years, it is meaningful to include completion of the bachelors degree. Thus, to get a more complete indication of the activities of these graduates, it is necessary to combine responses to Item 1 with responses to Item 13, such as the example below: (Note that the example shows a further breakdown of the graduates according to program of completed studies at the community college.)

Employment	Career Program		Transfer Program	
	Number	Percent	Number	Percent
Working Full-Time				
Working Part-Time				
Not Working -- Seeking Position				
Not Working -- Not Seeking Position				
No Response				

Further Education	Career Program Number	Career Program Percent	Transfer Program Number	Transfer Program Percent
Completed Bachelors Degree				
In-Service Training				
Courses Not Leading to a Degree				
Part-Time Degree Program				
Full-Time Degree Program				
No Further Education				
No Response				

The present activities of the graduated students also can be analyzed with respect to the consistency of the activity with the program of completed study at the community college. Thus, present activity – or postgraduate path – can be dichotomized into employment (career) versus education (transfer). The example listed below shows this relationship in a contingency table.

Present Activity (Postgraduate Path)	Community College Program of Completed Studies	
	Career Program	Transfer Program
Career (Employment)		
Transfer (Education)		

REASONS FOR NON-RETURN

In terms of the analysis of principle reasons for non-return to the college, the eleven response alternatives of survey Item 14 can be divided into three categories:

a. *Positive Reasons – compatible with the completion of educational objectives and, therefore, not essentially indicative of college or student failure:*

   "Did not leave the college"
   "Completed the program or courses for which I enrolled"
   "Transferred to another college"

b. *Negative Reasons – considered as direct barriers to, or dissatisfaction with, continuing the education and presumably indicative of failure by the college or student:*

   "Disappointed in the program of studies"
   "Found the studies more difficult than I anticipated"
   "General discouragement with school"
   "Unable to finance further education at this time"

c. *Neutral Reasons – represent postponement of formal education due to individual circumstances or to those beyond the student's control and, therefore, not essentially indicative of either failure or success of the college or student:*

"Became ill or was injured"
"Decided to take a vacation (leave of absence)"
"Wanted to seek immediate employment"
"Other"

A table, therefore, can be developed displaying the distribution of separate responses to each of the eleven response alternatives and to the divided categories of positive, negative, and neutral response alternatives.

CHAPTER VII

ASSESSMENTS OF THE COLLEGE BY SURVEY RESPONDENTS

VII. ASSESSMENTS OF THE COLLEGE BY SURVEY RESPONDENTS

Survey Items 11 and 16 for the graduated students, and Items 5 and 9 for non-returning students, provide data on the degree to which the former students felt the program of study at the college prepared them for either the present position or for further education, respectively.

Data from Survey Items 10 and 14 can be analyzed in terms of the reasons why come graduates are in a situation at present unrelated to their field of preparation.

The graduated students are asked in Item 17 to indicate the degree of satisfaction with 29 selected aspects of a college. The non-returning students are asked the same in Item 15. A degree of "Expressed Satisfaction" can be determined according to the distribution of "Very Satisfied" and "Satisfied" responses taken together, versus the distribution of "Dissatisfied" and "Very Dissatisfied" responses taken together. This procedure eliminates the "No Basis for Opinion" response and facilitates comparison of satisfaction levels between the 29 aspects of a college.

Once the "Expressed Satisfaction" levels are calculated, they can be rank-ordered from highest to lowest satisfaction levels.

In addition, the 29 selected aspects can be categorized into four general clusters, as listed below. Examination of these clusters of aspects around a related theme provides information pertaining to assessments of generic categories. A mean percentage change statistic also can be calculated based upon the 7-8 aspects within each cluster. This statistic, while potentially affected by an extreme value on a particular aspect with each cluster, can be meaningful.

A. Student Enrollment and Progress:

- *Academic Advisement*
- *Academic Skills Services*
- *Academic Testing Services*
- *Admissions Procedures*
- *Class Scheduling*
- *Entrance Testing Program*
- *Registration Procedures*
- *Student Orientation*

B. Instruction and Programs:

- *Classroom Facilities and Equipment*
- *Classroom Instruction*
- *Course Offerings*
- *Individual Assistance from Instructors*
- *Laboratory Facilities and Equipment*
- *Program or Curricular Offerings*
- *Study Facilities and Equipment*

C. Student Personnel Services:

- *Financial Aid Program*
- *Personal Counseling Services*
- *Placement Services*
- *Pre-Admission Counseling Services*
- *Student Activities and Clubs*
- *Transfer Counseling Services*
- *Vocational/Career Counseling Services*

D. Auxiliary Services and Programs:

- *Bookstore Materials and Holdings*
- *Bookstore Services*
- *Food Services*
- *Library Materials and Holdings*
- *Library Services*
- *Recreational Facilities and Equipment*
- *Recreational Program and Activities*

In addition to, or in lieu of, this clustering of the 29 aspects, categories could be developed of other significance. For example, the 29 aspects could be arranged according to the functional units of the college, or by divisions of responsibility (i.e., Student Personnel, Curriculum and Instruction, Administrative Services).

Survey Items 9, 12, and 15 relate to the satisfaction of graduates with the present situation. Data from survey Item 9 can be analyzed with respect to the effect of the receipt of the associate degree upon income earning potential. This item replaces the more traditional search for the average salary of the graduates with a more valid question of the affect of the degree upon salary potential. This may be a set of data in which the responses of transfer program graduates versus career program graduates should be contrasted.

Item 12 concerns satisfaction of the graduates with the present employment in terms of type of work, salary and benefits, and working conditions. Similarly, data of transfer and career program graduates may be contrasted. In addition, if the longitudinal follow-up is attempted, the degree of satisfaction may be contrasted of those who have gone into immediate employment (career graduates) with those who have transferred and received the subsequent degree and now are employed.

Item 15 would relate to the follow-up of transfer students to identify those who have had difficulty in that transfer to another college upon graduation. If the articulation of program graduates between the two-year and the four-year institutions in the state only encompasses "transfer" programs, then the data, too, should be broken down into transfer program versus career program graduates.

Given the goals and indicators identified earlier, various items within the survey can be directed toward ascertaining success in achieving goals. It becomes useful, for the evaluation of goal attainment, to compare the findings of the survey with those indicators as provided in Table 1.

Of course, the principal researcher or some identified group will have to determine just what level of findings can be considered a "positive" versus a "negative" indicator of goal attainment. Until some definition is reached as to what extent is "good" or "bad," the base for evaluation can only be a comparison with some previous populations of graduated students.

Data from Items 6, 11, and 12, can be analyzed to determine the kind of educational experience the non-returning students had during the last semester of enrollment. That is, through analysis of the results to these items, the researcher can identify to what degree the non-returning student respondents were employed, met with their counselor, and met with their advisors, particularly if it is felt that these factors could be crucial in affecting non-return.

CHAPTER VIII

COMPLETION AND DISSEMINATION OF THE RESEARCH REPORT

VIII. COMPLETION AND DISSEMINATION OF THE RESEARCH REPORT

A Research Report, based upon the study of the graduated student population(s), should be written for college-wide distribution. While the extent and style of the report would vary, depending upon the extent of the study and personal preferences, the following items should be included within the printed report:

A. Purposes of the study
B. Methods and procedures
C. Indicators of Goal Attainment
D. Presentation and discussion of findings:

1. *Biographic and Educational Characteristics and Plans of Graduated Students*
2. *Present Activity of Graduated Students*
3. *Assessments of the College*
4. *Satisfaction of Graduated Students with Present Situation*
5. *Attainment of Goals*

E. Conclusions or Implications

Appendix: Computer Output for Graduated Student Respondents (made available from the MCCC Tabulation Program)

The Research Report, based upon the study of the non-returning student population, should include the following items:

A. Purposes of the study
B. Methods and procedures
C. Presentation and discussion of findings:

1. *Biographic and Educational Characteristics and Plans of Non-Returning Students*
2. *Present Activity of Non-Returning Students*
3. *Reasons for Non-Return*
4. *Assessments of the College*

D. Conclusions or Implications

Appendix: Computer Output for Non-Returning Student Respondents (made available from the MCCC Tabulation Program)

A distribution list consisting of persons or offices within the college to whom the Research Report is to be sent, should be presented to the President or appropriate supervisor for approval prior to actual dissemination of the report. The distribution list should be regularly maintained.

RETENTION OF SURVEY FORMS, COMPUTER OUTPUT, AND DATA CARDS

All completed survey forms should be retained by the Institutional Research Office and should not be disseminated beyond the Office. The forms should be bound together and retained in storage according to an established Records Retention and Dispostion Schedule.

The user college is to take responsibility for the confidentiality of the data provided by the respondent in accordance with established policy and procedures for that institution.

All computer output from the MCCC Tabulation Program should be retained by the Institutional Research Office. Should various output (i.e., findings for a particular subgroup of respondents) not included in the eventual Research Report be desired, each can be duplicated and submitted. (As an example, the dean or department chairperson of business programs may request the computer output for the subgroup of respondents from those programs.) The Institutional Research Office should always retain a copy of whatever output is requested for consideration.

All data cards and duplicate decks should be retained and stored along with the survey forms and computer output. After completion of the Research Report, a request may come to have the computer output developed for a specific subgroup (e.g., students from business programs) and thus the data cards may be needed again.

The user college is to assume responsibility for the retention and storage of computer output and data cards.

CHAPTER IX

APPENDICES

MERCER COUNTY COMMUNITY COLLEGE
Graduated Student Survey

PLEASE CORRECT ANY MISINFORMATION TO THE LEFT

CURRICULUM AT MCCC: _____

WHAT IS THE NAME AND ADDRESS OF A PERSON WHO WILL KNOW YOUR ADDRESS IN THE FUTURE:

Name: _____ Address _____

City: _____ State: _____ Zip Code: _____

PLEASE ANSWER ALL ITEMS THAT DO APPLY TO YOU. OMIT ITEMS WHICH DO NOT APPLY TO YOU. MARK THE ONE RESPONSE THAT MOST APPLIES.

1. WHAT IS YOUR LEVEL OF COMPLETED EDUCATION: (Specify name of institutions)

(a) Associate degree from _____ Major _____
(b) Bachelors degree from _____ Major _____
(c) Masters degree from _____ Major _____
(d) Other degree (Specify) _____ from _____ Major _____

2. UPON ENTERING MCCC, WHAT WAS YOUR MAJOR OBJECTIVE IN ATTENDING THE COLLEGE: (Mark one)

(a) Did not have any objective in attending the College
(b) Occupational upgrading
(c) Personal development
(d) Preparation for an intended occupation/career
(e) Preparation for further education
(f) Social or recreational activity
(g) Other (Specify) _____

3. AT THE PRESENT TIME, WHAT IS YOUR WORKING STATUS: (Mark one)

(a) Working Full-Time ..... Number of hours/week ____ hours
(b) Working Part-Time ..... Number of hours/week ____ hours

(c) NOT Working — Seeking position (PROCEED TO ITEM 13)
(d) NOT Working — NOT seeking position (PROCEED TO ITEM 13)

4. WHAT IS THE NAME AND ADDRESS OF YOUR EMPLOYER:

Name: _____ Address: _____

City: _____ State: _____ Zip Code: _____

5. **WHAT IS YOUR PRESENT POSITION: (Specify title and description)** _____

_____

6. **WHAT IS THE DATE OF INITIAL EMPLOYMENT AT YOUR PRESENT POSITION: (Specify)**

Month: _____ Year: _____

7. **WHEN DID YOU BEGIN WORKING FOR YOUR PRESENT EMPLOYER: (Mark one)**

(a) Before entering the program at MCCC
(b) Before graduating from MCCC
(c) After graduating from MCCC

8. **WHAT WERE THE EDUCATIONAL AND EXPERIENCE REQUIREMENTS FOR YOUR PRESENT POSITION:**

EDUCATIONAL: (Mark one)

(a) No educational requirement
(b) High school graduate
(c) Post high school certificate
(d) Associate degree
(e) Bachelors degree
(f) Other (Specify) _____

EXPERIENCE: (Mark one)

(a) No experience requirement
(b) One year of experience
(c) Two years of experience
(d) Three years of experience
(e) Four or more years of experience
(f) Other (Specify) _____

9. **IN CONTRAST TO YOUR EARNING POTENTIAL (INCOME) PRIOR TO COMPLETION OF THE PROGRAM AT MCCC, TO WHAT DEGREE HAS YOUR INCOME POTENTIAL BEEN AFFECTED: (Mark one)**

(a) Earning less income now
(b) Earning about the same income now
(c) Earning more income now
(d) Other (Specify) _____

10. **IF YOUR PRESENT POSITION IS UNRELATED TO YOUR PROGRAM OF STUDIES AT MCCC, FOR WHAT REASON DID YOU LEAVE THE CAREER YOU PREPARED FOR AT THE COLLEGE: (Mark one)**

(a) Did not leave that career
(b) Did not prepare for a particular career at MCCC
(c) Am interested in that career but did not like the conditions in the position held
(d) Did not feel my MCCC preparation was adequate for employment in that career
(e) Was no longer interested in that career
(f) Was unable to find employment in that career
(g) Other (Specify) _____

11. **HOW WELL DID YOUR PROGRAM OF STUDIES AT MCCC PREPARE YOU FOR YOUR PRESENT POSITION: (Mark one)**

(a) Very Well
(b) Well
(c) Poorly
(d) Very poorly
(e) Unrelated to present position

12. TO WHAT DEGREE HAVE YOU BEEN SATISFIED/DISSATISFIED WITH YOUR PRESENT POSITION IN TERMS OF TYPE OF WORK, SALARY & BENEFITS, AND WORKING CONDITIONS:

TYPE OF WORK: (Mark one)

(a) Very satisfied
(b) Satisfied
(c) Dissatisfied
(d) Very dissatisfied

SALARY & BENEFITS: (Mark one)

(a) Very satisfied
(b) Satisfied
(c) Dissatisfied
(d) Very dissatisfied

WORKING CONDITIONS: (Mark one)

(a) Very satisfied
(b) Satisfied
(c) Dissatisfied
(d) Very dissatisfied

13. IN WHAT MANNER, IF ANY, ARE YOU CURRENTLY PURSUING FURTHER EDUCATION BEYOND YOUR PROGRAM OF COMPLETED STUDY AT MCCC: (Mark one)

(a) Am not pursuing any further education

(b) In-service or on-the-job training
(c) Courses not leading to a degree
(d) Part-time in program leading to a degree
(e) Full-time in program leading to a degree

14. IF YOUR FURTHER EDUCATION, AS INDICATED ABOVE, IS UNRELATED TO YOUR PROGRAM OF COMPLETED STUDY AT MCCC, FOR WHAT REASON DID YOU LEAVE THAT FIELD OF STUDY: (Mark one)

(a) Did not leave that field of study
(b) Did not feel my MCCC preparation was adequate for further study in that field
(c) Was no longer interested in that field of study
(d) Became more interested in another field of study
(e) Was unable to find a program of further education in that field of study
(f) Was unable to find employment with that field of study
(g) Other (Specify) _____

15. DID YOU EXPERIENCE ANY DIFFICULTY IN TRANSFERRING TO ANOTHER COLLEGE AFTER GRADUATING FROM MCCC: (Mark one)

(a) Did not transfer to another college
(b) Yes, I experienced difficulty in transferring
(c) No, I did not experience difficulty in transferring

16. HOW WELL DID YOUR PROGRAM OF STUDY AT MCCC PREPARE YOU FOR YOUR FURTHER EDUCATION: (Mark one)

(a) Very well
(b) Well
(c) Poorly
(d) Very poorly
(e) Unrelated to further education

17. TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE FOLLOWING ASPECTS OF MERCER COUNTY COMMUNITY COLLEGE DURING YOUR LAST SEMESTER: (Mark one in each row) IF AN ITEM DOES NOT APPLY TO YOU, MARK THE ALTERNATIVE RESPONSE OF "NO BASIS FOR OPINION", AS PROVIDED.

	(4) VERY SATISFIED	(3) SATISFIED	(2) DISSATISFIED	(1) VERY DISSATISFIED	NO BASIS FOR OPINION
Student orientation	VS	S	D	VDS	NBO
Admissions procedures	VS	S	D	VDS	NBO
Registration procedures	VS	S	D	VDS	NBO
Entrance testing program	VS	S	D	VDS	NBO
Pre-admission counseling services	VS	S	D	VDS	NBO
Personal counseling services	VS	S	D	VDS	NBO
Transfer counseling services	VS	S	D	VDS	NBO
Vocational/career counseling services	VS	S	D	VDS	NBO
Recreational program and activities	VS	S	D	VDS	NBO
Student activities and clubs	VS	S	D	VDS	NBO
Financial aid program	VS	S	D	VDS	NBO
Class scheduling	VS	S	D	VDS	NBO
Academic advisement	VS	S	D	VDS	NBO
Academic skills services	VS	S	D	VDS	NBO
Classroom instruction	VS	S	D	VDS	NBO
Placement services	VS	S	D	VDS	NBO
Course offerings	VS	S	D	VDS	NBO
Program or curricular offerings	VS	S	D	VDS	NBO
Individual assistance from instructors	VS	S	D	VDS	NBO
Classroom facilities and equipment	VS	S	D	VDS	NBO
Recreational facilities and equipment	VS	S	D	VDS	NBO
Laboratory facilities and equipment	VS	S	D	VDS	NBO
Study facilities and equipment	VS	S	D	VDS	NBO
Food services	VS	S	D	VDS	NBO
Library materials and holdings	VS	S	D	VDS	NBO
Library services	VS	S	D	VDS	NBO
Bookstore materials and holdings	VS	S	D	VDS	NBO
Bookstore services	VS	S	D	VDS	NBO
Other (Specify)_____	VS	S	D	VDS	NBO

SUMMARY

IN YOUR OPINION, WHAT SHOULD BE DONE TO IMPROVE THE EDUCATIONAL PREPARATION OF GRADUATES FROM YOUR PROGRAM OF STUDY AT MERCER COUNTY COMMUNITY COLLEGE:

Thank you for completing this form. Please return it in the stamped envelope provided.

MERCER COUNTY COMMUNITY COLLEGE
Non-Returning Student Survey

PLEASE ANSWER ALL ITEMS THAT DO APPLY TO YOU. OMIT ITEMS WHICH DO NOT APPLY TO YOU. MARK THE ONE RESPONSE THAT MOST APPLIES.

1. **DID YOU CHANGE YOUR CURRICULUM FROM THAT INDICATED ABOVE WHILE YOU WERE A STUDENT AT MCCC: (Mark one)**

   (a) Yes, I changed my curriculum
   (b) No, I did not change my curriculum

2. **UPON ENTERING MCCC, WHAT WAS YOUR MAJOR OBJECTIVE IN ATTENDING THE COLLEGE: (Mark one)**

   (a) Did not have any objective in attending the College
   (b) Occupational upgrading
   (c) Personal development
   (d) Preparation for an intended occupation/career
   (e) Preparation for further education
   (f) Social or recreational activity
   (g) Other (Specify) _____

3. **AT THE PRESENT TIME, WHAT IS YOUR WORKING STATUS: (Mark one)**

   (a) Working Full-Time ..... Number of hours/week _____ hours
   (b) Working Part-Time ..... Number of hours/week _____ hours

   (c) NOT WORKING — Seeking position (PROCEED TO ITEM 6)
   (c) NOT WORKING — NOT seeking position (PROCEED TO ITEM 6)

4. **WHAT IS YOUR PRESENT POSITION: (Specify title and description)** _____

   _____

5. **HOW WELL DID YOUR PROGRAM OF STUDIES AT MCCC PREPARE YOU FOR YOUR PRESENT POSITION: (Mark one)**

   (a) Very Well
   (b) Well
   (c) Poorly
   (d) Very Poorly
   (e) Unrelated to present position

6. **WHAT WAS YOUR WORKING STATUS LAST SEMESTER: (Mark one)**

   (a) Did not work last semester
   (b) Worked Full-Time ..... Number of hours/week _____ hours
   (c) Worked Part-Time (Off Campus) ..... Number of hours/week _____ hours
   (d) Worked Part-Time (On-Campus) ..... Number of hours/week _____ hours

7. **IN WHAT MANNER, IF ANY, ARE YOU CURRENTLY PURSUING FURTHER EDUCATION BEYOND YOUR PROGRAM OF STUDY AT MCCC: (Mark one)**

   (a) Am not pursuing any further education at this time
   (b) In-service or on-the-job training
   (c) Courses not leading to a degree
   (d) Part-time in program leading to a degree
   (e) Full-time in program leading to a degree

8. SPECIFY THE NAME OF THE COLLEGE WHEREIN YOU ARE CURRENTLY PURSUING FURTHER EDUCATION BEYOND YOUR PROGRAM OF STUDY AT MCCC: (Mark one)

(a) Other community college in state
(b) Trenton State College
(c) Rutgers University
(d) Other public four-year college in state
(e) Rider College
(f) Other private college in state
(g) Out-of-state college
(h) Other (Specify) _____

9. HOW WELL DID YOUR PROGRAM OF STUDY AT MCCC PREPARE YOU FOR YOUR FURTHER EDUCATION: (Mark one)

(a) Very Well
(b) Well
(c) Poorly
(d) Very Poorly
(e) Unrelated to further education

10. WOULD YOU SAY THAT A COLLEGE EDUCATION FOR YOU IS: (Mark one)

(a) Essential
(b) Important
(c) Not very important
(d) Not necessary
(e) Other (Specify) _____

11. HOW OFTEN DID YOU MEET WITH YOUR COUNSELOR LAST SEMESTER AT MCCC: (Mark one)

(a) Did not meet with my counselor
(b) Five or more times
(c) Three or four times
(d) One or two times
(e) Other (Specify) _____

12. HOW OFTEN DID YOU MEET WITH YOUR ACADEMIC ADVISOR LAST SEMESTER AT MCCC: (Mark one)

(a) Did not meet with my advisor
(b) Five or more times
(c) Three or four times
(d) One or two times
(e) Other (Specify) _____

13. WHAT ARE YOUR PLANS FOR FURTHER EDUCATION BEYOND YOUR STUDY LAST SEMESTER AT MCCC: (Mark one)

(a) Return to MCCC next semester
(b) Return to MCCC next year
(c) Return to MCCC but at some later date
(d) Go to another college and complete a program there
(e) Am uncertain now about further college plans
(f) Have given up further college plans
(g) Other (Specify) _____

14. WHAT WAS YOUR PRINCIPAL REASON FOR NOT RETURNING TO MCCC (Mark one *most* applicable):

(a) Did not leave the college
(b) Became ill or was injured
(c) Completed the program or courses for which I enrolled
(d) Decided to take a vacation (leave of absence)
(e) Disappointed in the program of studies
(f) Found the studies more difficult than I anticipated
(g) General discouragement with school
(h) Transferred to another college
(i) Unable to finance further education at this time
(j) Wanted to seek immediate employment
(k) Other (Specify) _____

15. TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE FOLLOWING ASPECTS OF MERCER COUNTY COMMUNITY COLLEGE DURING YOUR LAST SEMESTER: (Mark one in each row) IF AN ITEM DOES NOT APPLY TO YOU, MARK THE ALTERNATIVE RESPONSE OF "NO BASIS FOR OPINION", AS PROVIDED.

	(4) VERY SATISFIED	(3) SATISFIED	(2) DISSATISFIED	(1) VERY DISSATISFIED	NO BASIS FOR OPINION
Student orientation	VS	S	D	VDS	NBO
Admissions procedures	VS	S	D	VDS	NBO
Registration procedures	VS	S	D	VDS	NBO
Entrance testing program	VS	S	D	VDS	NBO
Pre-admission counseling services	VS	S	D	VDS	NBO
Personal counseling services	VS	S	D	VDS	NBO
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Academic skills services	VS	S	D	VDS	NBO
Classroom instruction	VS	S	D	VDS	NBO
Placement services	VS	S	D	VDS	NBO
Course offerings	VS	S	D	VDS	NBO
Program or curricular offerings	VS	S	D	VDS	NBO
Individual assistance from instructors	VS	S	D	VDS	NBO
Classroom facilities and equipment	VS	S	D	VDS	NBO
Recreational facilities and equipment	VS	S	D	VDS	NBO
Laboratory facilities and equipment	VS	S	D	VDS	NBO
Study facilities and equipment	VS	S	D	VDS	NBO
Food services	VS	S	D	VDS	NBO
Library materials and holdings	VS	S	D	VDS	NBO
Library services	VS	S	D	VDS	NBO
Bookstore materials and holdings	VS	S	D	VDS	NBO
Bookstore services	VS	S	D	VDS	NBO
Academic testing services	VS	S	D	VDS	NBO

SUMMARY

IN YOUR OPINION, WHAT SHOULD BE DONE TO IMPROVE THE EDUCATIONAL PREPARATION OF GRADUATES FROM YOUR PROGRAM OF STUDY AT MERCER COUNTY COMMUNITY COLLEGE:

Thank you for completing this form. Please return it in the self-addressed stamped envelope.

GB

SUPPLEMENTARY ITEMS

GENERAL BUSINESS GRADUATES

The following items pertain specifically to you as a graduate of the General Business Program at Mercer County Community College. Your responses will be read and considered individually by the department.

1. WHAT TYPE OF OCCUPATION ARE YOU CURRENTLY ENGAGED IN? (Specify) _____

2. WHAT ARE YOUR SPECIFIC DUTIES AND RESPONSIBILITIES FOR YOUR PRESENT JOB, OR FOR YOUR MOST RECENT POSITION?

3. WHAT MACHINES OR OFFICE EQUIPMENT WERE YOU REQUIRED TO OPERATE FOR YOUR MOST RECENT EMPLOYMENT POSITION?

4. UPON GRADUATION FROM MCCC, WHAT WAS YOUR PRIMARY CAREER CHOICE?

_____ ARE YOU WORKING IN THAT CAREER CHOICE? _____

5. DID YOU NEED ANY SPECIAL TRAINING ON THE JOB FOR YOUR MOST RECENT POSITION? (Be Specific)

6. AS YOU REFLECT UPON THE GENERAL BUSINESS PROGRAM AT MCCC, WHAT SUBJECTS WERE MOST HELPFUL TO YOUR PRESENT OR MOST RECENT EMPLOYMENT?

7. WHAT SUBJECTS DID YOU FIND WERE LEAST HELPFUL TO YOUR PRESENT OR MOST RECENT EMPLOYMENT?

8. WHAT ADVICE WOULD YOU GIVE TO GENERAL BUSINESS STUDENTS ENROLLED IN THE PROGRAM NOW AT MCCC? (Be Specific)

Please return this form along with the white form in the envelope provided.

SUPPLEMENTARY ITEMS
DENTAL ASSISTING PROGRAM GRADUATES

The following items pertain specifically to you as a graduate in the Dental Assisting Program at Mercer County Community College. Your responses will be read and considered individually by the department and program chairpersons. There is no need to indicate your name on this form.

1. FOR YOUR MOST RECENT EMPLOYMENT POSITION, WHAT TESTS OR EXAMINATIONS, IF ANY, WERE REQUIRED: (Mark as many as apply)

   [] No tests or exams were required
   [] Skills aptitude exam
   [] Physical exam
   [] Psychological exam
   [] Other (Specify) _____ _____

2. SPECIFY WHAT MACHINES OR EQUIPMENT YOU ARE REQUIRED TO OPERATE FOR YOUR MOST RECENT EMPLOYMENT POSITION: (List as many as apply, using additional space if necessary)

   _____ _____ _____

   _____ _____ _____

   _____ _____ _____

3. AS YOU REFLECT UPON YOUR COMMUNITY COLLEGE PROGRAM AT MCCC, WHAT SUBJECTS WERE OF MOST VALUE AND OF LEAST VALUE TO YOUR PRESENT OR PLANNED OCCUPATIONAL GOALS:

SUBJECTS OF MOST VALUE	SUBJECTS OF LEAST VALUE
_____	_____
_____	_____
_____	_____

4. SPECIFY WHAT, IF ANY, ORIENTATION YOU WERE GIVEN TO YOUR MOST RECENT EMPLOYMENT POSITION:

   _____

   _____

5. SPECIFY YOUR DUTIES AND RESPONSIBILITIES FOR YOUR MOST RECENT EMPLOYMENT POSITION:

   _____

   _____

6. AS YOU REFLECT UPON YOUR COMMUNITY COLLEGE PROGRAM AT MCCC, WHAT WOULD BE THE OUTSTANDING FEATURES AND THE WEAK FEATURES OF THAT PROGRAM OF STUDY YOU PURSUED:

OUTSTANDING FEATURES	WEAK FEATURES
_____	_____
_____	_____
_____	_____

Please return this form along with the white form in the envelope provided.

LIBRARY TECHNICAL ASSISTANT

1. Did you obtain an LTA position in a library? Yes_____ No_____
   If yes, what salary did you receive?_____
   If no, what type of position did you obtain in a library?_____
   Also state salary received_____
   If you did not obtain any type of position in a library, please explain why not._____

   _____

2. If you were working in a library while a student in the LTA program, did you receive a promotion or increase in pay because of completion of the LTA program? Yes_____ No_____

   If yes, state the salary increase or the promotion received._____

3. What rank would you give the following academic areas in order of their importance in the training of LTA's? (1-Lowest, 6-highest)

   Library Technical Courses_____
   General Business or Office Skills_____
   Communication (English, writing, speech)_____
   Humanities (Literature, philosophy, art), etc._____
   Social Sciences (History, economics, political science, etc.)_____
   Natural Sciences (Mathematics, chemistry, physical sciences, etc.)_____

4. Based on your library work experience, in which skills would you like to see LTA's more adequately trained?

Cataloging skills	_____	Public Relations	_____
Office skills	_____	Circulation procedures	_____
Computer skills	_____	Processing procedures	_____
Reference skills	_____	Acquisitions procedures	_____
Bibliographic skills	_____	Childrens' services	_____
Maintenance and use of Audio-visual equip.	_____	Photoduplicating procedures and equip.	_____

   Use of card catalog_____

5. If you have any definite feelings and/or suggestions concerning the LTA program please comment.

6. Are you continuing your studies in Library Science? Yes_____ No_____
   If yes, state where & degree you are pursuing.
   _____

7. Please state the title of your present position and the address of your present place of employment.
   _____
   _____
   _____
   _____

MERCER COUNTY COMMUNITY COLLEGE

( ) DID YOU CHANGE YOUR CURRICULUM FROM THAT INDICATED ABOVE WHILE YOU WERE A STUDENT AT MCCC

YES	66	100.00	PERCENT
NO	0	0.0	PERCENT
	66		
NO RESPONSE	0	0.0	PERCENT

( ) UPON ENTERING MCCC, WHAT WAS YOUR MAJOR OBJECTIVE IN ATTENDING THE COLLEGE

DID NOT HAVE ANY OBJECTIVE IN ATTENDING THE COLLEGE	63	96.92	PERCENT
OCCUPATIONAL UPGRADING	2	3.08	PERCENT
PERSONAL DEVELOPMENT	0	0.0	PERCENT
PREPARATION FOR AN INTENDED OCCUPATION/CAREER	0	0.0	PERCENT
PREPARATION FOR FURTHER EDUCATION	0	0.0	PERCENT
SOCIAL OR RECREATIONAL ACTIVITY	0	0.0	PERCENT
OTHER	0	0.0	PERCENT
	65		
NO RESPONSE	1	1.52	PERCENT

SAMPLE ONLY
MEANINGS SHOULD NOT BE ATTACHED TO THESE FINDINGS

( ) HOW WELL DID YOUR PROGRAM OF STUDIES AT MCCC PREPARE YOU FOR YOUR PRESENT POSITION

VERY WELL	14	31.82 PERCENT
WELL	18	40.91 PERCENT
POORLY	1	2.27 PERCENT
VERY POORLY	0	0.0 PERCENT
UNRELATED TO PRESENT POSITION	11	25.00 PERCENT
	44	
NO RESPONSE	22	33.33 PERCENT

NO RESPONSE IS AFFECTED BY NUMBER NOT PRESENTLY WORKING

( ) DID YOU EXPERIENCE ANY DIFFICULTY IN TRANSFERRING TO ANOTHER COLLEGE AFTER GRADUATING FROM MCCC

DID NOT TRANSFER TO ANOTHER COLLEGE	6	12.77 PERCENT
YES, I EXPERIENCED DIFFICULTY IN TRANSFERRING	7	14.89 PERCENT
NO, I DID NOT EXPERIENCE DIFFICULTY IN TRANSFERRING	34	72.34 PERCENT
	47	
NO RESPONSE	19	28.79 PERCENT

NO RESPONSE IS AFFECTED BY NUMBER NOT PURSUING FURTHER EDUCATION

( ) HOW WELL DID YOUR PROGRAM OF STUDY AT MCCC PREPARE YOU FOR YOUR FURTHER EDUCATION

VERY WELL	17	37.78 PERCENT
WELL	23	51.11 PERCENT
POORLY	3	6.67 PERCENT
VERY POORLY	0	0.0 PERCENT
UNRELATED TO FURTHER EDUCATION	2	4.44 PERCENT
	45	
NO RESPONSE	21	31.82 PERCENT

NO RESPONSE IS AFFECTED BY NUMBER NOT PURSUING FURTHER EDUCATION

MERCER COUNTY COMMUNITY COLLEGE

MERCER COUNTY COMMUNITY COLLEGE

( ) AT THE PRESENT TIME, WHAT IS YOUR WORKING STATUS

WORKING FULL-TIME	35	53.03 PERCENT
WORKING PART-TIME	11	16.67 PERCENT
NOT WORKING--SEEKING POSITION	6	9.09 PERCENT
NOT WORKING--NOT SEEKING POSITION	14	21.21 PERCENT
	66	
NO RESPONSE	0	0.0 PERCENT

( ) NUMBER OF HOURS (FULL TIME)/WEEK

AT LEAST THIRTY BUT LESS THAN FORTY HOURS	8	23.53 PERCENT
AT LEAST FORTY BUT LESS THAN FIFTY HOURS	24	70.59 PERCENT
MORE THAN FIFTY HOURS	2	5.88 PERCENT
	34	

( ) NUMBER OF HOURS (PART TIME)/WEEK

LESS THAN FIVE HOURS	0	0.0 PERCENT
AT LEAST FIVE BUT LESS THAN TEN HOURS	2	20.00 PERCENT
AT LEAST TEN BUT LESS THAN FIFTEEN HOURS	2	20.00 PERCENT
AT LEAST FIFTEEN BUT LESS THAN TWENTY HOURS	1	10.00 PERCENT
AT LEAST TWENTY BUT LESS THAN THIRTY HOURS	5	50.00 PERCENT
	10	

UNIVERSITY OF CALIF.
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